

DOCUMENT RESUME

ED 072 711

FL 004 125

AUTHOR Hess, Richard T.; Shore, Marietta Saravia
TITLE Content Analysis Schedule for Bilingual Education
Programs: Espanola Bilingual Education Program.
INSTITUTION City Univ. of New York, N.Y. Hunter Coll. Bilingual
Education Applied Research Unit.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of
Bilingual Education.
PUB DATE 20 May 72
NOTE 51p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Biculturalism; *Bilingual Education; Cognitive
Development; *Content Analysis; Curriculum Design;
Educational Finance; Elementary Grades; English;
Learning Theories; *Mexican Americans; Program Costs;
*Program Evaluation; Self Esteem; Sociolinguistics;
Spanish; Student Grouping; Tutoring
IDENTIFIERS Espanola; Espanola Municipal Schools; New Mexico;
*Project BEST

ABSTRACT

This content analysis schedule for the Bilingual Education Program of Espanola, New Mexico, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the schedule are plans for the second year of operation, a report on pre-service and in-service for bilingual education teachers and administration staff during 1970-71, and performance objectives. Also included is information on community involvement. (SK)

Eric Copy

Proj. #99

Española, New Mexico

PROJECT BEST

Bilingual Education Applied Research Unit

N.Y.C. Bilingual Consortium

Hunter College Division

695 Park Avenue

N.Y., N.Y. 10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

- ☒ Initial Proposal
☒ 2nd Year Continuation
☐ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation	✓		
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED 072711

FL 004 125

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

PAGE

PROJECT IDENTIFICATION	
0.1 Project Number	
0.2 Name of Project	1
0.3 Address of Project (number and street)	1
0.4 City and State of Project	1
0.5 State (checklist)	1
1.0 PROJECT HISTORY, FUNDING AND SCOPE	
1.1 Year Project Began under Title VII	
2.0 FUNDING	1
2.1 Funding of Bilingual Program, Prior to Title VII	
2.2 Year Prior Funding Began	1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
2.4 Source of Prior Bilingual Program Funding	1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
2.7 Source of Concurrent Funding	1
2.8 Total Title VII Grant (first year)	1
3.0 UNIVERSITY Involvement with Project	1
4.0 SCOPE OF PROJECT	1
4.1 Number of Schools Involved	
4.2 Students - total number	2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
4.4 Non-graded classes	2
PROCESS VARIABLES	
5.0 STUDENTS (sociolinguistic)	
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
5.2 Cultural or Ethnic Identification of Target Students	3
5.3 Ethnic Identity of English Mother Tongue Students	3
5.4 Students' Native Language if Different from Dominant Language	3
5.5 Students' Dominant Language and Extent of Bilingualism	3
5.6 Recruitment of Students	3
5.7 Proportion of EMT Pupils in Project Area	4
5.8 Community Characteristics	4
5.9 Socio-Economic Status of N-EMT Participating Students	4
5.10 Socio-Economic Status of EMT Participating Students	4
5.11 Proportion of Migrant Students in Project	4
6.0 SOCIOLINGUISTIC SURVEY	4
6.1 Existence of Survey	
6.2 Groups Included in Survey	4
6.3 Language Dominance by Domains and through Various Means of Communication	4
6.4 Determination of Students' Language Dominance (if not in Survey)	4
6.5 Survey Includes Determination of any Inter-Language in Community	5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift	5
6.7 EMT Parental Attitudes toward Second Language Learning	5
6.8 Student Attitudes toward Native and Second Language Learning	5
6.9 Community Attitudes toward Maintenance	5
6.10 Survey's Impact on	5

0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
1.1	Year Project Began under Title VII	1
2.0	FUNDING	
2.1	Funding of Bilingual Program, Prior to Title VII	1
2.2	Year Prior Funding Began	1
2.3	Student Level (Elementary or Secondary) in Prior Bilingual Program	1
2.4	Source of Prior Bilingual Program Funding	1
2.5	Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
2.6	Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
2.7	Source of Concurrent Funding	1
2.8	Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
4.1	Number of Schools Involved	2
4.2	Students - total number	2
4.3	Students - grade level, number of classes, and number of students by grouped grade levels	2
4.4	Non-graded classes	2
	PROCESS VARIABLES	
5.0	STUDENTS (sociolinguistic)	
5.1	Students' Dominant and Native Language and Cultural Affiliation (chart)	2
5.2	Cultural or Ethnic Identification of Target Students	3
5.3	Ethnic Identity of English Mother Tongue Students	3
5.4	Students' Native Language if Different from Dominant Language	3
5.5	Students' Dominant Language and Extent of Bilingualism	3
5.6	Recruitment of Students	4
5.7	Proportion of EMT Pupils in Project Area	4
5.8	Community Characteristics	4
5.9	Socio-Economic Status of N-EMT Participating Students	4
5.10	Socio-Economic Status of EMT Participating Students	4
5.11	Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
6.1	Existence of Survey	4
6.2	Groups Included in Survey	4
6.3	Language Dominance by Domains and through Various Means of Communication	4
6.4	Determination of Students' Language Dominance (if not in Survey)	5
6.5	Survey Includes Determination of any Inter-Language in Community	5
6.6	N-EMT Parental Attitudes toward Language Maintenance or Shift	5
6.7	EMT Parental Attitudes toward Second Language Learning	5
6.8	Student Attitudes toward Native and Second Language Learning	5
6.9	Community Attitudes toward Maintenance	5
6.10	Survey's Impact on Program	5
7.0	STAFF SELECTION	
7.1	Linguistic Background of Project Teachers	5
7.2	Linguistic Background of Project Aides or Paraprofessionals	6
7.3	Dominant and Native Languages Used by Bilingual Teachers	6
7.4	Dominant and Native Languages Used by Aides	6
7.5	Cultural Affiliation of Teachers, Aides, Project Director and Evaluators	6
7.6	Selection of N-EMT Teachers from Local Community	7
7.7	Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students	7
7.8	Teacher Qualifications (Training Prior to Project)	7
8.0	STAFF DEVELOPMENT	
8.1	Areas of Training for Teachers and for Paraprofessionals	7
8.2	Stated Goals of Teacher Training	7
8.3	Methods of Teacher Training	8
8.4	Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals)	8
8.5	Provision for Paraprofessionals to Receive Credit toward Certification	8
8.6	Role of Paraprofessionals	8
8.7	Personnel Training Project Teachers and Paraprofessionals	8
8.8	Extent of Bilingualism and Biculturalism of Personnel Training Staff	8
8.9	Period When Training Is Provided	8

	PAGE
8.10 Extent of Training	8
8.11 Proportion of Teachers Attending Training	8
9.0 TEACHERS' ATTITUDES	
9.1 Assessment of Teachers' Attitudes	8
10.0 STAFF PATTERNS	
10.1 Kinds of Staff Patterns	9
10.2 Staff	9
10.3 Pupils per Class	9
10.4 Aides/Paraprofessionals per Class	9
10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
11.1 Duration of Bilingual Education (Policy)	9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
11.3 Grade When Second Language Learning Is Introduced	9
11.4 Projected Linking of Current Project to Future Bilingual Program	10
11.5 Projected Duration of Second Language Learning for English Dominant Students	10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
11.13 Program Type - One Way	11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0 METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
13.2 Relation of Reading and Writing to Listening, Speaking	12
13.3 Determination of Listening, Speaking Proficiency	12
13.4 Relationship of Learning Native and Second Language Reading Skills	12
13.5 Period Reading Is Introduced	13
13.6 Determination of Reading Readiness	13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0 TREATMENT OF CHILD'S LANGUAGE	14
16.0 MATERIALS	
16.1 Reading Materials - Types	14
16.2 Reading Material in Child's Dialect	14
16.3 Materials and Techniques for Second Language Learning	14
16.4 Sources of Materials in Language other than English	15
16.5 Specific Bilingual/Bicultural Materials Used	15
17.0 STUDENT GROUPING	
17.1 Mixed or Separated by Dominant Language	15
17.2 Size of Groups	15
17.3 Criteria for Grouping	15
18.0 TUTORING	
18.1 Student Tutoring	15
18.2 Paraprofessional Tutoring	15
18.3 Parent Tutoring	16
18.4 Training of Parent Tutors	16
19.0 CURRICULUM PATTERNS	16
20.0 COGNITIVE DEVELOPMENT	
20.1 In Early Childhood	16

11.1	Duration of Bilingual Education (Policy)	9
11.2	Projected Duration of Project Instruction through N-EMT Language (in years)	9
11.3	Grade When Second Language Learning Is Introduced	9
11.4	Projected Linking of Current Project to Future Bilingual Program	10
11.5	Projected Duration of Second Language Learning for English Dominant Students	10
11.6	Projected Duration of Learning in Native Language for N-E Dominant Students	10
11.7 - 11.9	Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
11.10 - 11.12	Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
11.13	Program Type - One Way	11
11.14 - 11.16	Instructional Time in and through Second Language for EMT Students	11
11.17	Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
13.1	Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
13.2	Relation of Reading and Writing to Listening, Speaking	12
13.3	Determination of Listening, Speaking Proficiency	12
13.4	Relationship of Learning Native and Second Language Reading Skills	12
13.5	Period Reading Is Introduced	13
13.6	Determination of Reading Readiness	13
13.7	Projected Grade for Grade Level Reading in Dominant and Second Language	13
13.8	Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
16.1	Reading Materials - Types	14
16.2	Reading Material in Child's Dialect	14
16.3	Materials and Techniques for Second Language Learning	14
16.4	Sources of Materials in Language other than English	15
16.5	Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
17.1	Mixed or Separated by Dominant Language	15
17.2	Size of Groups	15
17.3	Criteria for Grouping	15
18.0	TUTORING	
18.1	Student Tutoring	15
18.2	Paraprofessional Tutoring	15
18.3	Parent Tutoring	16
18.4	Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	
20.1	In Early Childhood	16
20.2	In Later Grades	16
21.0	SELF ESTEEM	17
22.0	LEARNING STRATEGIES	17
23.0	BICULTURAL COMPONENT	
23.1	Type	17
23.2	Cross-Cultural Awareness	18
23.3	Decreasing Ethnocentrism	18
23.4	Extent of Learning About N-EMT Culture	18
23.5	Definition of American Culture	18
24.0	COMMUNITY COMPONENT	
24.1	Bilingual Libraries	18
24.2	Ethnic Studies Library	18
24.3	Program Dissemination to Community	19
24.4	Methods Used to Seek Community Involvement in Formulation of Program Policies	19
24.5	Methods Used to Keep Program Informed About Community	19
24.6	Means by which School Is Open to Community	19
25.0	IMPACT EVALUATION	19-20
26.0	EVALUATOR'S ROLE	20
27.0	EVALUATION PROCEDURE	20

ERIC Copy

page 1

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 99

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess / mss

Date May 20, 1972

0.2 Name of Project Española Bilingual Education Program
Española Municipal Schools

0.3 Address of Project P.O. Box 249

0.4 Española, New Mexico 87532

0.5 STATE

0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program

2.1 0

0-no prior funding mentioned

2.2 Year prior funding began

2.2 0

2.3 Prior bilingual program involved:

2.3 0

1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding:

2.4 0

1-local 4-university
2-state 5-federal (specify) NS
3-foundation 6-other (specify)

0.3 Address of Project Española Municipal Schools
P.O. Box 249

0.4 Española, New Mexico 87532

0.5 STATE

0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.I.C.R. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 0

2.3 Prior bilingual program involved:

2.3 0

1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding:

2.4 0

1-local 4-university
2-state 5-federal (specify) NS
3-foundation 6-other (specify) _____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:

2.6 2

1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program:

2.7 1,2,4

1-local 4-federal (specify) _____
2-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only)

2.8 \$26,500

2.9 Total funds for concurrent program(s) cooperating with Title VII

2.9 19,267

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:

3.0 0

0-none

C = Continuation document

page 2

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
C 70, p.3 1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.1 1

4.2 Total number of students in program A.First year 4.2 A
B.Second year B 210
C.Third year C 140

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
K-Kndgtn		8-grade 8	
PSK		9-grade 9	
TOTAL NO. students PS and K		TOTAL students gr. 7-9	

C 70, p.3 1-grade 1 4
2-grade 2 4
3-grade 3
4-grade 4
5-grade 5
6-grade 6
A 210 TOTAL students gr. 1-6

10-grade 10
11-grade 11
12-grade 12
C TOTAL students gr. 10-12

C 70, p.3 4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) See attached Xerox copy C 70, p.8
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 185	II E-Dom - NEMT Eng-dominant Spanish surname	NE dom I N-EMT	185	90
2. Total English Mother-Tongue	Mexican-American	II ₂ E-Dom - EMT 25 Anglos	E dom NEMT II ₁ E-Dom II ₂ EMT	25	10
I Total Non-English	185	II Total English	Total E-Dom	25	10

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	.....
K-Kndgtn		8-grade 8	.....
PSK		9-grade 9	.....
TOTAL NO. students PS and K		TOTAL students gr. 7-9	

C 70, p.3	1-grade 1	4	10-grade 10	.....
	2-grade 2	4	11-grade 11	.....
	3-grade 3	.....	12-grade 12	.....
	4-grade 4	.....	C	TOTAL students gr. 10-12
	5-grade 5	.....		
	6-grade 6	.....		
A	210	TOTAL students gr. 1-6		

C 70, 4.4 1-All classes graded
p.3 2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

See attached
Xerox copy
C 70, p.8

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT	II E-Dom - NEMT	NE dom I	185	90
	185	Eng-dominant	N-EMT		
	Mexican-American	Spanish surname	E dom		
2. Total English Mother-Tongue		II ₂ E-Dom - EMT	NEMT II ₁		
		25	E-Dom	25	10
		Anglos	EMT II ₂		
I Total Non-English Dominant: 185		II Total English Dominant: 25	Total E-Dom	25	10
			II = II ₁ + II ₂		

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

Plans for the Second Year of Operation

This program requires a model for bilingual education which takes into account the following facts about the Espanola area:

- 1) There are, roughly, two kinds of children in the project area:
 - a) Spanish-surnamed English monolingual, who may however have limited range of competencies in that language. They may also have minimal receptive abilities in Spanish.
 - b) Spanish-surnamed, "compound" Spanish and English bilinguals, including those for whom Spanish is probably dominant and those for whom English is probably dominant.
- 2) In addition, there is a small (5-10%) monolingual, English speaking Anglo population.
- 3) For any of these groups, their English or their Spanish may depart in significant ways from the regional standard dialects. For example Northern New Mexico Spanish dialects may vary from each other and from the Spanish used for instruction in Spanish speaking areas.

The global objectives include that all these children will acquire sufficient competencies in both Spanish and English to be able to pursue an education in either language, and to view themselves as having this competency. Furthermore, all the children will feel comfortable as speakers of the two languages, and as participants in the two cultures.

In view of limited resources, the Espanola Bilingual Program will emphasize objectives for the instructional program component, and staff development component, and will attempt only minimal objectives in the area of materials development. Community involvement is tied to the instructional program,

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

page 3

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1.....	.....%	.....
A2 Cherokee	A2.....	.....%	.....
A3 Other (specify)	A3.....	.....%	.....
A TOTAL No. of American Indian	.....	.....%	.....
Americans of other ethnic backgrounds:		(at least)	
B1 Mexican-American	B1 185	90%	X
B2 Puerto-Rican	B2.....	.....%	.....
B3 Cuban	B3.....	.....%	.....
B4 Other Spanish-American (specify)	B4.....	.....%	.....
B TOTAL No. of Spanish-speaking Americans	B.....	.....%	.....
C Portuguese-American	C.....	.....%	.....
D Franco-American	D.....	.....%	.....
F Chinese-American	F.....	.....%	.....
G Eskimo	G.....	.....%	.....
H Russian	H.....	.....%	.....
J Other	J.....	.....%	.....
I TOTAL number of N-ENT target students	185	90%	X see attached Xerox, p.2

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

NS	E1 25	10%	X
E2	E2.....	.....%	.....
II TOTAL number of ENT students other than target population	25	10%	X

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

see attached Xerox on p.2

(specify)

5.4.....

Dominant language	Different Native Language	Number	Per Cent
1- English			
2- Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

see attached Xerox on p.2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

13 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

NS	25	10	X
E2	22	8	

II	TOTAL number of MIT students other than target population	25	10	25	X
----	--	----	----	----	---

5.4. _____

attached
Xerox on p. 2

Dominant language

1- English
2- Spanish

(specify)
Different Native Language Number Per Cent

5.5 Students' Dominant Language and Extent of Bilingualism
see attached Xerox on p.2a

Domestic language of students in program		Number of Monolingual Students	Number of students Bilingual to any extent						
Number		%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability	
						No.	%	No.	%
E	25	English	10						
A		American							
		Indian							
A1		Navajo							
A2		Cherokee							
A3		Keresan							
A4		Other (spec.)							
B	185	Spanish	90			some			
C		Portuguese							
D		French							
F		Chinese							
G		Eskimo							
H		Russian							
J		Other (spec.)							

- 5.6 Recruitment of Students: 5.6 3
- 0 - not specified
 - 1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
 - 2 - Only N-EMT are required to take program, EMT's participation is voluntary
 - 3 - Both EMT and N-EMT participation is voluntary
- Int A 70
- N.p# 5.7 Proportion of ~~EMT~~ ^{E-Don} pupils in project area: see Chart C 5.7 13% C 70
Int E n.s.- not specified on the chart p.3
- 69, p.57
- 5.8 Community Characteristics (mark all that apply) 5.8 3,4
- 0 - not specified
 - 1 - inner city-ghetto
 - 2 - major city
 - 3 - small city, town or suburb (urban) 72%
 - 4 - rural 28%
 - 5 - other (specify)
- C 70, p.3
- 5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 62%
(indicate specific percent of low SES)
B. Average family income, if mentioned D. NS
n.s. - not specified
- 5.10 Socio-economic status of EMT participating students 5.10 00
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT) C 70 1%
00 - not specified C 71 2%
- 5.11 Proportion of migrant students in project 5.11 2 %
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey: 6.1 I 0
I for N-EMT group II for EMT group II
- 1 was made
 - 2 will be made
 - 0 not mentioned
- 6.2 If a sociolinguistic survey was or will be made, 6.2 I NS
mark all groups included: II
- I N-EMT II EMT
 - 1 parents
 - 2 children
 - 3 teachers
 - 4 community
 - 5 others
 - (specify)
- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.

- 6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 5
II 4
- | | I | II |
|---|-------|-----|
| 1-inferred by use of surname | N-ENT | ENT |
| 2-established by formal testing of students | | |
| 3-assessed by informal means (specify how) | | |
| 4-not mentioned | | |

p.25 audit in C71 notes no indication of plans to determine home language of chil-

- 6.5 Sociolinguistic Survey includes: (check all that apply) dren 6.5 na
- An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
- 1=yes
0=no

Attitudes toward maintenance or shift:

- 6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 na
- 1=yes
0=no

- 6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 na
- 1=yes
0=no

- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
- 1=yes
0=no

- 6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 n.s
- 1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)

- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
- 0-not mentioned

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

X language dominance not specified (if any information is not specified, cross out that box)

X mother tongue not specified

0-no

Attitudes toward maintenance or shift:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
 1=yes
 0=no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 ba
 1=yes
 0=no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
 1=yes
 0=no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 ns
 1-will not be assessed
 2-will be assessed, method not specified
 3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
 0-not mentioned

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

- ☒ X Language dominance not specified
☒ X Mother tongue not specified
 not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	II E Dom.		
	NEMT	II=	N= 7
II	E Dom		
	EMT	N=	N=
III	E Dom		
	NEMT	N=	N=

A Total Number B Total Number
 Monolingual Bilingual

C 70, p.24-25

C 70, p.24-25

Total Number
 of Teachers

N 6

C 70, p.25-All teachers will be bilingual, Eng/Spanish.

7.1

	A	No.	%
I	A		
	B		
II	A		
	B		
III	A		
	B		
A			
B	6		100
N	6		

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

- ☒ Language dominance not specified
☒ Mother tongue not specified
☐ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual	7.2	No.	%
I N-E Dom			I A	—	—
N-EMT			I B	—	—
II E Dom			II A	—	—
EMT			II B	—	—
III E Dom			III A	—	—
1 N-EMT			III B	—	—
			1	—	—
			A	—	—
			B	8	100
			N	8	—
A Total Number Monolingual		B Total Number Bilingual			
		N Total Number of aides or paraprofessionals			

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 2

C 70, p.25 - will be bilingual, Eng/Spanish

1-Bilingual teachers teach in only one language

see audit
3/10/71, p.4

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- 1b-only if native language is also their dominant language
 1c-even if native language is not their dominant language
 1-0-not specified

Eval. in C 71, p.6 2 Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Teachers feel that they can not teach Spanish, although they do teach in Spanish. **

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
 Bilingual aides who instruct in only one lang. teach in their native lang.:

- 1b-only if native language is also their dominant language
 1c-even if native language is not their dominant language
 1-0 not specified

2 Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. Eval. in C 71, p.6

0-language(s) used by aides or paraprofessionals not specified

EMT
II E Dom
1 N-EMT

II¹A
II¹B
1
A
B 8
N 8

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	8	8

7.3 Language(s) used by bilingual teachers:

7.3 2

(Mark all that apply)
C 70, p.25 - will be bilingual, Eng/Spanish

1-Bilingual teachers teach in only one language

see audit 3/10/71, p.4 1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0-not specified

Eval. in C 71, p.6 (2) Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Teachers feel that they can not teach Spanish, although they do teach in Spanish. **
0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0 not specified

(2) Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. Eval. in C 71, p.6

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
								0	

0-not specified

**7.3 Extensive In-Service training was established and these tendencies have been dispelled. (See P. attach. 2 71-72)

Xerox 8a

7.6 Selection of N-ENT teachers from local community
 0-not specified
 Number of N-ENT program teachers from local community _____
 and % _____ of total N-ENT teachers.
 but see 37 below (7.8)

7.6 No. page %
 0 7

7.7 Number and Proportion of teachers and aides of same
 cultural background as N-ENT students:
 indicate specific percent on the blank, or

7.7 No. %
 A 0
 B

if specified descriptively,

A = teachers 1-few
 B = aides 2-some
 3-many
 4-most
 5-more than half
 0-not specified

7.8 Teacher Qualifications - Training prior to project
 (Indicate number of teachers with each qualification, 7.8 1, 2, 4, 9, 27 (all 6
 if given) teachers)

n.s.-qualifications not specified
 0-previous courses not specified

see attached Xerox
 C 70, p.7

C 71, p.81 ① All teacher must meet a specified level of language proficiency on a
 standardized proficiency test of the non-English language through
 which (s)he will instruct *

2. teacher must meet a specified level of communicative competence in
 the non-English language determined by a structured interview

3. previous teaching through N-ENT (in country where it is a native
 language, in Peace Corps)

Int E 69 - ④ All previous teaching in local area at primary level
 p.62

5. courses in N-ENT language structure and usage

6. courses in N-E literature

7. content (e.g. Social Studies) courses learned through N-ENT

8. any previous education through N-ENT

Int E 69 - ⑤ All courses in teaching ESL-background in needed techniques, e.g., ESL
 p.62

10. courses in methods of teaching N-ENT language

11. courses in methods of teaching content (e.g. math) in N-ENT

12. certification in ESL

13. certification in teaching N-ENT

14. cross cultural courses

15. courses in the cultural heritage, values, deep culture of N-ENT

16. other qualifications, specify

C 71, p.81 ② All must be committed to the objectives of bilingual education
 see below ** as directed in this project.

8.0 STAFF DEVELOPMENT

8.1 A 2
 B 2

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
 and/or paraprofessionals in the following areas: Teachers professionals
 (mark all that apply)

n.s.-Training indicated, but nature not specified

1-English as their second language

C 70, - 2-The teaching of English as a second language

p.25 3-X as their second language

4-The teaching of X as a second language

5-Methods of teaching other academic subjects

6-Methods of teaching other academic subjects

in X language

X p.25, 70
 aides

8.3 Methods of Teacher Training: (Mark all that apply)8.3 3,5,10,12,14

- 1-courses
- 2-experiential, teaching supervised by master teacher
- 3-workshops where teachers offer suggestions to each other
- 4-use of video-tapes of teachers for feedback on how they are doing
- 5-cross-cultural sensitivity training, t-groups Human Development Program
- 6-interaction analysis (e.g. Flanders system)
- 7-other (specify) _____ C 71, p.9
- 10-conferences 12-orientation (C 70, p.23) 14-Summer Training Institute

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 8.4 0
 1-yes 0-not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 8.5 0
 1-yes 0-not mentioned
 How? (specify) _____

8.6 Paraprofessional's role: 8.6 1

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually aide used as an instructor C 71, p.8 audit
- 4-clerical
- 5-contributing to bicultural component
 how? _____
- 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 3.9
 (mark all that apply) A for teachers B for aides B _____

- 0-not specified _____
- 1-University faculty _____
- 2-project's Master Teachers _____
- 3-project's teachers C 71, p.10 _____
- 4-other (specify) _____
- 9-consultants C 71, p.67 X _____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 NS
 1-bilingual _____
 2-bicultural _____
 3-N-ELT (specify background) _____

8.9 Training is provided: 8.9 1,2
 1-during a summer session C 70, p.24
 2-during the academic year C 71, p.7,74
 3-other (specify) _____

8.10 Extent of training: 8.10 1
 B (indicate no. of hours) B5 _____
 A1-approximately equivalent to a college course 5 _____ weekly 6 _____
 2-more than one course 6 _____ monthly 7 12
 3-less than one course 7 12 bi-monthly C 71, p.73
 4-other (specify) _____

8.11 Number and Proportion of teachers attending training: 8.11 1 16
 or: if specified descriptively, indicate: (total of 6 teachers)
 0-not specified 6-most
 1-100% 7-many

8.6 Paraprofessional's role:

8.6 1

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bi-cultural component
- how ? _____
- 6-liaison with parents

aide used as an instructor C 71, p.8 audit

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 3.9
(mark all that apply) A for teachers B for aides B _____

- 0-not specified _____
- 1-University faculty _____
- 2-project's Master Teachers _____
- 3-project's teachers C 71, p.10 _____
- 4-other (specify) _____
- 5-consultants C 71, p.67 X _____

8.8 Number and Proportion of personnel giving teacher training who are:

8.8 1 no. %
NS
2
3

- 1-bilingual
- 2-bicultural
- 3-N-EMT (specify background)

8.9 Training is provided:

8.9 1,2

- 1-during a summer session C 70, p.24
- 2-during the academic year C 71, p.7,74
- 3-other (specify)

8.10 Extent of training:

B (indicate no. of hours)

8.10 1
85
6
7.12

- A1-approximately equivalent to a college course
- 2-more than one course
- 3-less than one course
- 4-other (specify)

- 5 _____ weekly
- 6 _____ monthly
- 7 12 bi-monthly C 71, p.73

8.11 Number and Proportion of teachers attending training:

8.11 1 no. %
16
(total of 6 teachers)

or: if specified descriptively, indicate:

- 0-not specified
- 1-100%
- 2-more than 75%
- 3-50-74%
- 4-25-50%
- 5-1-24%
- 6-most
- 7-many
- 8-few
- 9-other (specify) _____

5-1-24%--one teacher attended summer training institute in Guadalajara, Jalisco, Mexico C 71, p.9

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply)

9.1 6, 7

- 0-not mentioned
- 1-to N-EMT language or dialect
- 2-to N-EMT students - expectations of achievement
- 3-to N-EMT culture

- 4-prior to participation in bilingual project
- 5-after project training
- 6-after participation for a period of time in project

C 71, p.
94 (inf)

7-through a questionnaire, checklist

8-other (specify)

C 71, p.
94

6--checklist

PRE-SERVICE AND IN-SERVICE FOR BILINGUAL EDUCATION TEACHERS AND
ADMINISTRATION STAFF 1970-1971

The project director and project coordinator commenced serving the program on August 3, 1971. The director occupied his time with office procedure, staff recruitment, arranging for in-service workshops, dissemination of information, contracting, meetings with advisory committee, staff sessions, parents meetings, and attendance at Audit Institute in San Diego.

The coordinator worked with the teachers in planning, acquisition of materials, supplies and test schedules.

On August 24, 25, and 26, 1970 all teachers, who had not previously attended a Human Development Institute, attended a Human Development Seminar at Las Vegas, New Mexico. This seminar was directed by Dr. Uvaldo Palomares and Mr. & Mrs. Jerry A Lynch. The seminar focused its attention in teaching teachers to get close to the children regardless of age level. Teachers learned to instill responsibilities, self-confidence, and responsiveness in children even when they do not understand verbally how to express themselves. Teachers learned that children lack awareness and that a Human Development Program opens all channels of communication. (See attachment 1.1)

The teachers in the project have met the challenge with enthusiasm and have performed above and beyond our expectation. Since this was a new and untested approach in our schools we did not know the requirements and reactions of the teachers and we were indeed fortunate in our selections. Naturally they have learned considerably and have been and will continue to be the driving force that makes the program succeed.

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply) 10.2 Staff: C 70, p.24 10.1 1
- C 70, p.24 0-not specified 1-bilingual teacher 10.2 1
- 1-team teaching * 2-ESL teacher 10.2 1
- 2-cluster teaching 3-bilingual coordinator
- 3-shared resource teacher 4-aides or paraprofessionals
- 4-other (specify) _____ 5-consultant psychotherapist
or guidance counselor
- 6-other (specify) _____
- discontinued in 2nd yr., see C 71, audit p.7
- 10.3 Average number of pupils per class: C 70, p.3 10.3 26 (inf)
- 0-not specified C 70, p.24 The teacher-pupil ratio will be 19-1
- 10.4 Average number of aides or paraprofessionals per class: 10.4 1
- 0-not specified
- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 10.5 1 (inf)
- 0-not specified Educ. A in C 71, p.4
- 10.6 Special aide to pupils having most difficulty in learning 10.6 0,9
- is given:
- 1-individually by: 3-teacher We have not been able to
- 2-in small groups 4-special remedial teacher individualize instruction
- 0-not specified 5-paraprofessional to the degree that every
- 6-parent tutor child is receiving ESL or
- 7-older student tutor SSL instruction in accordance with his needs.
- 8-peer tutor C 70, p.5
- 9-not specified
- 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy) I II II₁
- N-EMT language will be maintained in program: NE DOM E DOM E DOM
- (mark all that apply) NEMT EMT NEMT
- 0-not specified how long
- 1-as the alternative language of learning _____
- for as long as desired
- 2-as the medium of instruction for special _____
- subject matter (e.g. cultural heritage)
- 3-only for the length of time necessary for _____
- the acquisition of sufficient English to
- permit learning of academic content at an
- acceptable level in English 11.1 I _____
- II _____
- II₁ _____
- 11.2 How many years does project state is optimal for instruction 11.2 _____
- for N-EMT group through N-EMT language to continue?

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 1 (inf)

Educ. A in C 71, p.4

10.6 Special aide to pupils having most difficulty in learning is given:

10.6 0,9

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

We have not been able to individualize instruction to the degree that every child is receiving ESL or SSL instruction in accordance with his needs.
C 70, p.5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

I

II

II₁

N-EMT language will be maintained in program:
(mark all that apply)

IE DOM
NEMT

E DOM
EMT

E DOM
NEMT

0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

11.1 I
II
II₁
0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K,
N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade:
code: C= N.A. (if no EMT)

11.3 I
II
II₁
1

13= 14=
for each group N.A. Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
I N-E DOM X
II EDOM X
II₁ E DOM/NEMT X

10.1 * 1--work in teams of 3's directly and as an overall bilingual program team

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: 00 0 not grades 14 Voc. training
 (if no EMT) mentioned 1-3 4-6 7-9 10-12 13-college
 I 12-13 OOH
 II 12-13 - EMT
 III 12-13/NEMT

code: 13=College or University (Other professional training)
 14=Federal, State, or Private Vocational Job training

11.4 I
 I₂ 0
 II

11.5 Second language learning for English dominant students is projected through grade:

11.5 I₂ no
 II

code: 00 if 0 not grades
 no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12
 II EMT
 III N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 0

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language (Spanish) per day for N-EMT students who are N-E dominant is:
 (Mexican-American) (Spanish-dominant)

see xerox 10a-g

code: 0=not specified m=math s = science ss = social studies

see bottom
 note

11.7 Min. per day of instruction through N-EMT	11.8 Total Min. per day of any instruction	11.9 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK			Pre K
1		SS	1 40
2		SS	2 40
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

see bottom
 note

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students
 (Mexican-American)

11.10 Min. per day of instruction through N-EMT	11.11 Total Min. per day of any instruction	11.12 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK			Pre K

code. no EIT specified 1 2 3 4 5 6 7 8 9 10 11 12
 II EIT
 III N-EIT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 0
 O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language (Spanish) per day for N-EIT students who are N-E dominant is: (Mexican-American) (Spanish-dominant) see xerox 10a-g
 code: O=not specified n=math s = science ss = social studies

see bottom note

11.7	11.8	11.9
Min. per day of instruction through N-EIT	Subjects taught in native lang.	% of time per day of instruction through N-EIT
PreK		Pre K
1	SS	1 40
2	SS	2 40
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

see bottom note code: O = not specified N.A. = not applicable, no N-EIT, E dom students (Mexican-American)

11.10	11.11	11.12
Min. per day of instruction through N-EIT	Subjects taught in native lang.	% of time per day of instruction through N-EIT
PreK		Pre K
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12

Eval. Design p.58 in C 71, p.2--Teachers will spend 40% of their time in presenting the preceding objectives in the dominant language of the child.

Question 11.7 Instructional Component :

Espanola Bilingual Proposal *Instructional time and Subjects taught through Spanish and English*

Formal Proposal - Part II

1. The bilingual instruction proposed will incorporate the teaching of not only Spanish language skills and further development in English language skills, but also instruction in the area of Social Studies. The project is designed to upgrade the proficiency of the children in the following:

Communication skills in the English language through the use of a recognized program in the teaching of English as a second language and the teaching of all the basic skills (understanding, speaking, reading and writing).

Through the teaching of the social studies curriculum in Spanish the children will attain all the basic concepts in this important area of the curriculum. This will lead to a development in concepts and skills related to society:

- A. Home situation
- B. School setting
- C. Community environment

In achieving these goals, instruction will also be provided for furthering vocabulary skills, learning concepts in safety and health as well as historical facts.

As another objective of the program we will also provide instruction in Spanish to give the Spanish speaking child basic literacy skills in his home or mother tongue. The Spanish spoken in this area is less than standard. The children must first attain a functional level

in the language before subject matter can be presented and the proper thought processes developed. The main effort will be to reinforce the child with his mother tongue, and instruct him in its proper usage, while concurrently presenting the second language and allowing acceptable concept development while linguistic skills in both languages are being improved. There will be children in the project with Spanish-surname who are English monolinguals and along with the other children will profit from learning Spanish. We feel a responsibility to teach the language as well as through the language. We plan to enrich the language repertoire of the monolingual (English) while providing an immediate and familiar medium for the Spanish-speaking child. Because of the wide range of proficiency in both languages we are planning to teach both languages as first or second exposures.

*

COMPONENT NAME: PERFORMANCE OBJECTIVES - PROCESS

First Grade

Second Grade

Third Grade

Teachers will spend 40 percent of their time in presenting the preceding objectives in the dominant language of the child. (Forty percent (40%) is chosen because the behavioral objectives for the program are located in the language arts and social studies.)

Of the 40 percent allotted to this bilingual program

- 1) The teachers will spend 50 percent of this time on the objectives in language arts.
 - a. Approximately 50 percent of the language arts' time will be in reinforcement and/or repetition using the dominant language.
 - b. The remaining 50 percent will be used to introduce new objectives using the dominant and secondary language a proportionate time.

It is expected that during a given week an examiner will find the teachers and aides working at the language arts objectives 20 percent of the total instructional time.

- 2) Teachers will prepare and display materials expressing the objectives in attractive and bilingual fashion.
- 3) Teachers will prepare lesson plans and plan with aides to present and reinforce the language arts objectives.

Evaluation

<u>Frequency</u>	<u>Person Responsible</u>	<u>Instrument</u>
1) Bi-monthly visitation	Director	Checklist
2) Three times yearly visitation	Evaluator	"
3) Final report write up	Evaluator	"

Of the remaining 20 percent (out of the 40 percent allotted to the bilingual program)

- 1) The teachers will spend all the time on social studies objectives

- a. Approximately 50 percent of the time will be in reinforcement and/or repetition using the dominant language.
- b. The remaining 50 percent will be used to introduce new objectives using the dominant and secondary languages a proportionate time.

It is expected that during a given week an examiner will find the teachers and aides working at the language arts objectives 20 percent of the total instructional time.

- 2) Teachers will prepare and display materials expressing the objectives in attractive and bilingual fashion.
- 3) Teachers will prepare lesson plans and plan with aides to present and reinforce the language arts objectives.

Evaluation

<u>Frequency</u>	<u>Person Responsible</u>	<u>Instrument</u>
1) Bi-monthly visitation	Director	Checklist
2) Three times yearly visitation	Evaluator	"
3) Final report write up	Evaluator	"

COMPONENT NAME: PERFORMANCE OBJECTIVES - MANAGEMENT

In support of the bilingual program

- 1) The Director will visit the classrooms of the bilingual program once a week conferring with teachers, aides, and where practical, children to
 - a. Observe the progress of the program
 - b. To discern the special needs it may have at the time.
 - c. Maintain open lines of communication between teachers and Director.
- 2) The Director will provide special in-service meetings and institute to support the instructional needs of the teachers.

- 3) The Director will provide services to the teachers on a reasonably prompt basis. These services to include ordering of materials, demonstration of classroom methods, etc.

- 4) The Director will provide a list of the activities required of him as Director and of any other person serving at the administrative level of the program.

Evaluation

<u>Frequency</u>	<u>Person Responsible</u>	<u>Instrument</u>
Monthly	Teachers	Checklist
11-yearly	Evaluator	Report

- 11.13 1-Program is one-way - only non-English Mother Tongue students (including N-ELL-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2 (inf)

0-no English Mother tongue students

2- 2-way: Eng. Dom. students learn Spanish

- 11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-ELL	Total min. per day of any instruction	11.15 Subjects taught in <i>second</i> lang.	11.16 % of time per day of instruction through N-ELL
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

- 11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 5 (inf)

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

(inf) 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-ELL pupils.

PreK	through N-EM	Instruction	through N-EM
1			Pre K
2			1
3			2
4			3
5			4
6			5
7			6
8			7
9			8
10			9
11			10
12			11
			12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 5 (inf)

- 0-not specified
- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- (inf) 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
- 8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods)

12.0 1

C 70,
p.10
See Key
copy 11a-c

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repetition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

Question 12.0

methods of Second Language Teaching

There are two classrooms on each of two grade levels--first and second--involved in the bilingual education program. In each classroom there are a teacher and teacher-aide, and some 25 children, and on each level there is a Spanish specialist teacher who divides her activities among the two classrooms for that level.

The project coordinator and the director apparently do not participate in instruction. For the most part, the two specialists conduct instruction when Spanish is the

vehicle or the content for instruction, and the regular teachers and to some extent the aides conduct instruction using English. However, teachers and aides also use Spanish in instruction, and the specialist at the first grade level used English along with Spanish in one presentation.

All instruction observed at the second grade level was conducted with the entire class, although there are two reading groups in at least one of the rooms. Pupils were seated in a horseshoe arrangement where the teacher or specialist usually occupied front center, and aide and the third adult would pace the perimeter,

there is a Spanish specialist teacher who divides her activities among the two classrooms for that level. The project coordinator and the director apparently do not participate in instruction. For the most part, the two specialists conduct instruction when Spanish is the

vehicle or the content for instruction, and the regular teachers and to some extent the aides conduct instruction using English. However, teachers and aides also use Spanish in instruction, and the specialist at the first grade level used English along with Spanish in one presentation.

All instruction observed at the second grade level was conducted with the entire class, although there are two reading groups in at least one of the rooms. Pupils were seated in a horseshoe arrangement where the teacher or specialist usually occupied front center, and aide and the third adult would pace the perimeter, stopping occasionally to assist a child. In this format, when all pupils were working on the same page in, say, the English spelling workbook, it was difficult for the auditor to see how any variation among pupils' responses could arise, and how, if it did, the teacher could find out where the problems were, so as to modify her instruction.

The auditor also observed instruction given via Spanish in cursive writing and also via Spanish, a dictation exercise in which the pupils printed phrases based apparently upon those in the Laidlaw readers. For this exercise alternate children wrote one of two series of utterances, probably in an effort to reduce copying. In the other second grade room individual pupils were

reading aloud for the class from the Laidlaw certilla, A La Escuela, p. 25. An exercise involving listening comprehension of verbs and adverbs in Spanish was also held.

In one room, there was indirect evidence of continuing instruction in mathematics in the form of recent addition exercises that had been corrected but not returned and in the other room, evidence of instruction in reading English in the form of completed exercises in Miami Linguistic Readers workbooks, and in English spelling in the form of completed exercises in Ginn. In the Miami readers, one group had done work from Level 11 and the other from Levels 7-9

At the first grade level, in one classroom pupils had been given an addition exercise; those who completed it went to work with clay. The teacher corrected papers from a previous exercise meanwhile, and the aide worked with individual children. The Spanish specialist teacher then presented a film strip on Southwest Indians to the whole class, and lectured and asked questions about the film in both Spanish and English. In the other classroom, the teacher led half the class in a dramatization of a segment from the Tug Duck reader of the Miami series. At the same time the aide monitored the other half of the children who wore earphones and appeared to be listening to consonant blends from an

11C

Ideal recording and writing on an accompanying dittoed seatwork exercise. The first half of the class then took a "test" based on Tug Duck, for which they put shields around their desks, ostensibly to prevent copying.

The above observations support the conclusion that teachers regularly present instruction via Spanish in speaking, reading and writing Spanish, and social studies and via English in reading and writing English, mathematics, and perhaps also social studies. Also, the teachers appear to have wide freedom in approaching instruction, judging by the great differences in format from whole group, uniform response to a modified experience-center set-up with aspects of contingency management.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

2-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-III* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

See Xerox Copy
12 u

I		II	
Non Eng dom	Eng dom *	Non Eng dom	Eng dom *
students	students	students	students
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

there are
English-mono-
lingual Span-
ish surname
children in
project

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

1- *--

13.2 AIM sequence followed:

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

13.2 IA 0
IB ---
IIA ---
IIB ---

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-II* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

See Xerox Copy
12 a

I		II		
Non Eng dom		Eng dom		*
students		students		
A in dom	B in	A in dom	B in	
lang	second	lang	second	
	lang		lang	

there are
English-mono-
lingual Span-
ish surname
children in
project

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

1- *

13.2 All sequence followed:

13.2 IA 0
IB
IIA
IIB

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

13.3 Listening-speaking proficiency determined by:

See Xerox Copy 12 b

13.3 IA 1
IB 1
IIA 1
IIB 1

- 1-measure of listening-speaking proficiency
- 2-informal assessment by teacher

X X X X

13.4 Second language reading skills are learned:

13.4 IB 0-1
IIR
see audit
in C 71,
p.6

- 1-concurrently with learning to read in dominant language
- 2-after a specified level of dominant language reading competence achievement
- 3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
- 4-before learning to read in dominant language

1
1

* performance objectives not separated by dominant language groups, i.e., "Dominant Language English-Spanish" throughout, 69-70

12a 1. The bilingual instruction proposed will incorporate the teaching 12a
of not only Spanish language skills and further development in
English language skills, but also instruction in the area of Social
Studies. The project is designed to upgrade the proficiency of the
children in the following:

Communication skills in the English language through the use of a
recognized program in the teaching of English as a second
language and the teaching of all the basic skills (understanding,
speaking, reading and writing).

Through the teaching of the social studies curriculum in Spanish the
children will attain all the basic concepts in this important
area of the curriculum. This will lead to a development in concepts
and skills related to society:

- A. Home situation
- B. School setting
- C. Community environment

In achieving these goals, instruction will also be provided for
furthering vocabulary skills, learning concepts in safety and health
as well as historical facts.

As another objective of the program we will also provide instruction
in Spanish to give the Spanish speaking child basic literacy skills
in his home or mother tongue. The Spanish spoken in this area is less
than standard. The children must first attain a functional level

in the language before subject matter can be presented and the proper
thought processes developed. The main effort will be to reinforce the

recognized program in the teaching of English as a second language and the teaching of all the basic skills (understanding, speaking, reading and writing).

Through the teaching of the social studies curriculum in Spanish the children will attain all the basic concepts in this important area of the curriculum. This will lead to a development in concepts and skills related to society:

- A. Home situation
- B. School setting
- C. Community environment

In achieving these goals, instruction will also be provided for furthering vocabulary skills, learning concepts in safety and health as well as historical facts.

As another objective of the program we will also provide instruction in Spanish to give the Spanish speaking child basic literacy skills in his home or mother tongue. The Spanish spoken in this area is less than standard. The children must first attain a functional level

in the language before subject matter can be presented and the proper thought processes developed. The main effort will be to reinforce the child with his mother tongue, and instruct him in its proper usage, while concurrently presenting the second language and allowing acceptable concept development while linguistic skills in both languages are being improved. There will be children in the project with Spanish-surnames who are English monolinguals and along with the other children will profit from learning Spanish. We feel a responsibility to teach the language as well as through the language. We plan to enrich the language repertoire of the monolingual (English) while providing an immediate and familiar medium for the Spanish-speaking child. Because of the wide range of proficiency in both languages we are planning to teach both languages as first or second exposures.

A. COMPONENT NAME Instructional - Product B. DOMINANT LANGUAGE English-Spanish C. GRADE LEVEL 1st
D. NO. OF PARTICIPANTS 56 E. Program Objectives: PRODUCT

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of Measurement * Person(s) Responsible Data collecting and reporting, including due date
<u>Listening</u> The children will be able to follow oral instructions accurately. Given a verbal command, ("please stand up and go and open the door and get the blue book from the shelf and place it on Johnny's desk," as an example) he will demonstrate listening comprehension and respond with 90% accuracy in his home language and 80% accuracy in his second language as recorded by the teacher or the teacher aide and sampled by the evaluator. Presented orally with a short story the students will demonstrate comprehension of the spoken English and Spanish by answering with 85% accuracy five questions related to the story and prepared and recorded by the teachers. The class average gain from the pre to the post test Metropolitan Readiness & Achievement will be higher than the control group in this English skill area.	Weekly Teachers Teacher Aides Coordinator Monthly checklist questionnaires Monthly Same as above Monthly checklist questionnaires September Counselor, director and other staff May Test Scores

*It is understood that as a result of continuous assessment the process and/or materials and/or objective may be altered.

The condition or activity in an objective designed to elicit a certain behavior does not have to remain permanent.

	I		II		
	Non Eng dom students		Eng dom students		
	A	B	A	B	
	dom lang	second lang	dom lang	second lang	
13.5 Reading is introduced:					
1-individually, when child is ready	A	A	A	A	13.5 IA A
or at a specific time during grade:					IB
1					IIA
2					IIB
3					
13.6 Reading readiness is determined by:					
1-test of reading readiness		X	X		13.6 IA
2-informal teacher assessment					IB I
					IIA 1
					IIB
13.7 Grade level reading is expected:					
1-in first grade					13.7 IA NS
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					
13.8 Grade level academic achievement (math, science, etc.) in the					13.8 IB NS
SECOND language is expected:					IIB
1-in the first grade					
2-second grade					
3-third grade					
4-fourth grade					
5-fifth grade					
6-sixth grade					
7-other (specify)					
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:					14.0 I 2
(mark all that apply)					II 2
	I = N-E		II = E		
	dom		dom		
	students		students		
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.					
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X		X		
3-Second language learning is always in-					

See Year
13a

E 70, p.6
(inf)

1-test of reading readiness
2-informal teacher assessment

----- X ----- X ----- 13.6 IA
----- ----- ----- IB 1
----- ----- ----- IIA 1
----- ----- ----- IIB

13.7 Grade level reading is expected:

1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

----- ----- ----- 13.7 IA NS
----- ----- ----- IB
----- ----- ----- IIA
----- ----- ----- IIB

13.8 Grade level academic achievement (math, science, etc.) in the
SECOND language is expected:

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB NS
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)

14.0 I 2
II 2

I = N-E II = E
dom dom
students students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

See Xerox
13a

E 70, p.6
(inf)

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

----- X ----- X -----

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

----- -----

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

----- -----

5-Different academic content is taught in the second language from that which is taught in the native language.

----- -----

6-not specified

----- -----

7-other (specify)

The main effort will be to reinforce the child with his mother tongue, and instruct him in its proper usage, while concurrently presenting the second language and allowing acceptable concept development while linguistic skills in both languages are being improved. There will be children in the project with Spanish-surnames who are English monolinguals and along with the other children will profit from learning Spanish. We feel a responsibility to teach the language as well as through the language. We plan to enrich the language repertoire of the monolingual (English) while providing an immediate and familiar medium for the Spanish-speaking child. Because of the wide range of proficiency in both languages we are planning to teach both languages as first or second exposures.

15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0 IA	0
Non Eng. dom.	Eng. dom.	Non Eng. dom.	Eng. dom.	IB	
students	students	students	students	IIA	
A -in dom.	B 2nd	A	B 2nd	IIB	
lang.	lang.	Eng.	lang.		

1-The child's language is respected.
It is not corrected, rather, all
of the child's speech is accepted.
However, the teacher provides a
model of the standard language
aiming toward child's eventual
control of the standard form.

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

C 70, p.23 1-Linguistically based

see Xerox (Merrill or Miami Linguistic
COPY readers, ITA, etc.)

16.1 IA ___ IB X IIA X IIB ___

C 70, p.23 2-Basal readers Laidlaw Spanish Series

X ___ ___ X

3-Dialect readers

___ ___ ___

4-Experience charts (stories
dictated by children)

___ ___ ___

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1

16.2 IA ___ 0

IIA ___ 0

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction, language master

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays (posters)

10-records, tapes (music)

11-listening centers

(inf)
both E & NEMT

Int E69
p.35

C 70, p.22

p.35

Int E 69

C 70, p.15

C 70, p.22

7

8

9

10

11

the teacher points out errors and demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

C 70, p.23 1-Linguistically based

See Xerox (Merrill or Miami Linguistic
COPY readers, ITA, etc.)

16.1 IA ___ IB X III X IIB ___

C 70, p.23 2-Basal readers Laidlaw Spanish Series

X ___ ___ X

3-Dialect readers

___ ___ ___

4-Experience charts (stories
dictated by children)

___ ___ ___

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1

16.2 IA ___ 0

III 0

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction, language master

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays (posters)

10-records, tapes (music)

11-listening centers

12-multi-media approach

Experiential:

13-role playing

14-puppetry

15-experience charts (word-picture chart)

16-primary typewriter

17-learning through direct experience

with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs, video tapes

22-other (specify)

23-games

31-dual language experimental build-up

8-overhead projectors

21-video-tapes (C 70, p.22) 5-Language

Master machines (C 71, p.11) 25-flash cards (Int Eval. 69, p.35)

Int E69
p.35

C 70, p.22

p.35

Int E 69

C 70, p.15

C 70, p.22

Xerox

14 a

Xerox

copy

14 a

C 70, p.15

C 70, p.15

C 70, p.22

(inf)
both E & NEMT

con't column:
25

B. Materials Acquisition, Adaptation and Development

As stated previously we would like to submit this component plan, probably in early August, 1970. We suspect that we are presently well-equipped in the materials section but we need more time to evaluate and/or develop materials designed for oral language development and cultural heritage and awareness.

Our basals in the three major areas (English, Spanish, Social Studies) are evaluated presently as the best available for our needs, and include,

- | | |
|--|--------------------------------------|
| 1) Miami Linguistic Readers | - English |
| 2) Laidlaw Spanish Series | - Spanish |
| 3) Prentice-Hall, Man in Action Series | - Social Studies
(both languages) |

We agree that the Miami Linguistic Readers are suitable for all of our children, as we have used them for several years. However, we have not established this point conclusively.

We are requesting one equipment item of major importance and cost. Our school district is unable to afford this expenditure at this time through other sources. The item is a Sony Vido Tape Recording System (\$3943.00) which appears in the budget breakdown with offered justification in Appendix E pp 68. This equipment would have a great bearing on our product and process evaluation particularly, and would allow us to record model lessons, student reactions and teacher performance.

C. Staff Development

This component will include orientation and training for teachers, teacher aides, coordinator and director.

SUPPLEMENT

Component Instructional Dominant Language English-SpanishGrade Level 1st and 2ndMaterials to be used

All materials listed in another section. Materials currently being used as well as appropriate materials selected or developed in the interim and applicable to next year's program (complete list submitted in August).

Staffing

Teachers
Teacher aides
Coordinator
Principal

Director
Consultants
Evaluators

Facilities

Classrooms and offices at Espanola Elementary School
Office - Central Administration

MEDIAEquipment

All project equipment, tape recorders, listening centers, overhead projectors, record players, film and filmstrip projectors and video-tape equipment.

Technical Assistance

1. Contracted: Independent Educational Accomplishment Auditor
2. Consultant: All consultant resources listed plus additional personnel as yet uncommitted.

Budget Requirements

Unable to determine accurately. Approximately 83% of Title VII budget.

16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)

16.4 6

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-ENT community C 71, p.79
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify) C 70, p.8-Because of limited resources will attempt only minimal objectives in the area of material devel. See C 71, p.79

16.5 The specific bilingual/bicultural materials used in the language component are:

- 0-not specified
- 1-xerox attached-page and document See xerox 14 a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 AS

0-not specified

Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)
- 10-grouped according to their abilities

See Xerox 15a

C 70, p.217

Students are grouped for language instruction:

(mark all that apply)

0-not specified

1-total class

2-small groups (specify size)

3-individual instruction

A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time

17.2 0

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Students

II Eng dom ENT

III Eng dom NENT

Int A 70, 1-by age & IQ

p.2

2-by native language

3-by dominant language

4-by language proficiency

X

X

- 9-commercially prepared and published in the U.S.
 10-are translations of U.S. texts
 11-are coordinated with materials used in the regular subject curriculum
 12-other (specify) C 70, p.8-Because of limited resources will attempt only minimal objectives in the area of material devel. See C 71, p.79
 16.5 The specific bilingual/bicultural materials used in the language component are:
 0-not specified
 1-xerox attached-page and document See xerox 14 a

17.0 STUDENT GROUPING

- 17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 15

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into dominant language groups

6-separated for most academic subject learning into dominant language groups

C 70, p.217-never mixed for language or other academic learning

8-other (specify)

10-grouped according to their abilities

Students are grouped for language instruction:

(mark all that apply)

A-more than $\frac{1}{2}$ the time

B Less than $\frac{1}{2}$ the time

0-not specified

1-total class

2-small groups (specify size)

3-individual instruction

17.2 0

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Students

II Eng dom
EIT

III Eng dom
NEIT

Int A 70, 1-by age & IQ

p.2

2-by native language

3-by dominant language

4-by language proficiency

(ex. level of reading skill)

Int A 70, n.a. not applicable

3rd from last (no E.dom/NEIT)

page--the grouping remains flexible with children moving from teacher to

18.0 TUTORING teacher and group to group when it is determined they can function better by doing so.

18.1 Student Tutoring is: (mark all that apply)

18.1 1,2

no-not mentioned

0-type is not specified

mentioned by Eval. in

1-inter-ethnic (N-EIT student tutors EIT students) C 71, p.6

2-intra-ethnic (N-EIT student tutors N-EIT)

3-done by older children (cross age)

4-done by peers (same age)

5-other (specify)

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

18.2 2,3

1-inter-ethnic (N-EIT aide tutors EIT student)

2-in the acquisition of native language skills

3-in the acquisition of second language skills

4-in other academic subjects

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE English-Spanish C. GRADE LEVEL 1st & 2nd
D. NO. OF PARTICIPANTS 7 E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of Measurement Person(s) Responsible Data collecting and reporting, including due date
The teachers and coordinator will continually assess the progress of the pupils. They will group the children according to their abilities, select and prepare the appropriate materials, will incorporate relevant teaching techniques and will demonstrate flexibility in the planning and implementation and therefore cause the children to meet their objectives to the best of their abilities. The teachers and coordinator will function in a cycle that includes planning, presentation, evaluation, consultation, prescription and implementation. They will demonstrate this on a weekly basis as recorded by the principal, director and evaluators.	Weekly Principal Director Evaluators Lesson plans Teacher evaluation forms Video-taped lessons classroom observation checklist communications with parents

Question 17.1 15 a

STUDENT
GROUPING

18.3 Parent tutoring: (mark all that apply)

18.3 no

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 0

1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification;

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 0

1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

6-direct experience of math through discovery rather than instruction

7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned

20.2 NA

1-specify or xerox p. no. and document

n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM21.0 26

Stated methods of project component expected to increase self-esteem:

See Xerox
17a, b

no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

- Int E 69, p.56: 1-through role-playing
The children 2-puppetry
in a bilingual 3-language-experience approach: students dictate stories from
bicultural en- their own experience
vironment will 4-teacher accepts, acknowledges ideas and feelings
demonstrate su- 5-teacher encourages non-verbal expression of child's feelings
perior confi- through painting, music, dancing
dence and en- 6-teacher provides experiences in which the various ways that
joyment of children act are accepted by the teacher; their actions are
school as com- discussed and the children are encouraged not to make fun of
pared to the "different" ways
children from 7-teacher provides experiences leading to competency and
the 1st gr con- success
trol gp. 8-teacher provides experiences where occasional failure is
acknowledged as part of everyone's experience; second
attempts are encouraged

* Interim Evaluation

9-other (specify) (xerox or summarize) document page #

26-Palomares Human Development Program

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
11-pupils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older pupils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES22.0 0

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

demonstrate superior confidence and enjoyment of school as compared to the children from the 1st gr control gp.

- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
- 9-other (specify) (xerox or summarize) document page #
- 26-Palomares Human Development Program

* Interim Evaluation

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2

- 1-bilingual alone
- 2-bilingual and bicultural
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated
- 7-other (specify)

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE English-Spanish C. GRADE LEVEL 1st, 2nd
D. NO. OF PARTICIPANTS 113 PRODUCT

E. Program Objectives:

F. PERFORMANCE OBJECTIVES
(Includes name or description
of instrument)

Cultural Appreciation, Self Concept

Given a dual-language experiential build-up and music, games, rhythms and folklore the children will demonstrate wholesome socialization patterns and cultural awareness and will come to view themselves as distinct and unique individuals having value and continuity in time and space. Measurement will be by recorded observation, checklist or questionnaire developed by the UNM Cultural Awareness Center.

G. EVALUATION

Date or Frequency
of Measurement *
Person(s)
Responsible
Data collecting
and reporting,
including due date

Six weeks

Teachers
coordinator
counselor
director
consultants

Six weeks
recorded conversation
video tapes
checklists
questionnaires

Question 21.0
Self-Esteem

*It is understood that as a result of continuous assessment the process and/or materials and/or objective may be altered.

17a

D. Self Concept

Question 21.0

The children were obviously happy. Only first graders can reveal their state of being in such unique ways. They were not bothered by my presence. Usually the children are shy and withdrawn with strangers in these areas where few "outsiders" visit. These children were friendly and responded freely to all my questions and even asked me a few of their own.

Spanish songs were sung with much enthusiasm and much to my surprise, an Anglo child kept saying, "Let's sing another Spanish song," and would call them out by name. The Anglo child-

ren knew the words to the songs as well as the Spanish surnamed children.

A Spanish finger play was also recited with much excitement and apparent amusement. For the first time in my professional career in education in New Mexico, I saw Spanish surnamed first graders use Spanish freely in the classroom without the giggling and covering of mouths to hide their embarrassment when someone was bold enough to speak Spanish.

The Palomares Human Development Program is an integral part of the program. The program is so well known across the nation that it needs no explanation here as to what it does for most of the children's self concept.

The three teachers told the evaluator the children had learned several New Mexican and Mexican dances which had added

tions and even asked me a few of their own.

Spanish songs were sung with much enthusiasm and much to my surprise, an Anglo child kept saying, "Let's sing another Spanish song," and would call them out by name. The Anglo child-

ren knew the words to the songs as well as the Spanish surnamed children.

A Spanish finger play was also recited with much excitement and apparent amusement. For the first time in my professional career in education in New Mexico, I saw Spanish surnamed first graders use Spanish freely in the classroom without the giggling and covering of mouths to hide their embarrassment when someone was bold enough to speak Spanish.

The Palomares Human Development Program is an integral part of the program. The program is so well known across the nation that it needs no explanation here as to what it does for most of the children's self concept.

The three teachers told the evaluator the children had learned several New Mexican and Mexican dances which had added to their feeling good about "something" that was typically theirs. Some of the dances and songs were presented at a Mother's Day Program where the parents also were able to regain some of the pride of belonging to a culture heretofore not visible in the school. The same can be said of the native foods that were discussed.

The children appeared to "get along" with each other exceptionally well even in the late afternoon when the children were obviously tired. The evaluator saw much sharing of pencils, papers, and erasers during formal school activities. The evaluator did not observe them on the playground to see if the same pattern existed there.

Evaluators Report

23.2 Cross-cultural awareness:

23.2_0_

If project mentions specific values or modes of behavior of N-~~MT~~ culture, please summarize below: (or attach xerox) found in document _____, page # _____
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.3_0_

23.4 In the bicultural component knowledge of the N-~~MT~~ culture involves (mark all that apply)

n.s.
23.4 no specification as to type of bicultural program

- 0-no bicultural component mentioned
- 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
- 2- Historical-cultural heritage of the past--contributions to art and science
- 3-'Deep' culture: family patterns and contemporary way of life.
- 4-Itemization of surface aspects of a country--geography, dates of holidays etc.
- 5-A specific culture only e.g. one Indian tribe
- 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
- 7-A third culture different from N~~MT~~ or ~~MT~~
- 8-Other (specify)

23.5 American culture is defined:

23.5_0_

- 0-not specified
- 1-narrowly: primarily Anglo-Saxon orientation
- 2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
- 3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in 23.3 0
either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

n.s.

23.4 In the bicultural component knowledge of the N-ENT culture 23.4 no specifi-
involves (mark all that apply) cation as to type of
0-no bicultural component mentioned bicultural program
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or political
movements
2- Historical-cultural heritage of the past--contributions to art
and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates
of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural
contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or
elaborate in your own words

24.0 COMMUNITY COMPONENT *See Xerox Copy 18a*

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

COMMUNITY INVOLVEMENT

As a component of community involvement we are encouraging parents to compete in developing skits, story telling, children's songs and arts and crafts. These entries will be judged and best performances will be taped recorded and Video-taped for further use in our project and possible sharing with other projects that have asked us for these materials they know exist in our area. The people in this area have kept the beliefs, customs, material culture, and social institutions which are peculiar to and characteristic of the Spanish-Americans of New Mexico.

The opportunity in Northern New Mexico to produce written material in Spanish, writing oral literature and folklore, is evident. An anthology that might range from poems and short stories would awaken pride among the school children and adults in the community. Parents and members of the community will be encouraged to write cuentos, play scripts and songs. The awarding of prizes will undoubtedly stimulate the production of these activities. The utilization of props will be encouraged. Some of these props will consist of a doll or "puppets."

In addition, we intend to ask members of the community to present lessons, and to participate in teaching something these members are good at, for example baking, making bread on outside hornos, and other traditional activities common to the Espanola Valley. Video equipment

As a component of community involvement we are encouraging parents to compete in developing skits, story telling, children's songs and arts and crafts. These entries will be judged and best performances will be taped recorded and Video-taped for further use in our project and possible sharing with other projects that have asked us for these materials they know exist in our area. The people in this area have kept the beliefs, customs, material culture, and social institutions which are peculiar to and characteristic of the Spanish-Americans of New Mexico.

The opportunity in Northern New Mexico to produce written material in Spanish, writing oral literature and folklore, is evident. An anthology that might range from poems and short stories would awaken pride among the school children and adults in the community. Parents and members of the community will be encouraged to write cuentos, play scripts and songs. The awarding of prizes will undoubtedly stimulate the production of these activities. The utilization of props will be encouraged. Some of these props will consist of a doll or "puppets."

In addition, we intend to ask members of the community to present lessons, and to participate in teaching something these members are good at, for example baking, making bread on outside hornos, and other traditional activities common to the Espanola Valley. Video-equipment can be used to start building up a film library that includes these activities.

Teachers in the program and those not in the program will write down a script of an ideal lesson they may be very proficient

- 900 -

giving examples of the basic concepts behind the lesson. These presentations will be video-taped and used later as needed for staff improvement.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 3, 6, 11, 13
23, 15

- See Xerox 19a
C 71, p.12 - 0-method not specified
no-no provision for informing community
1-bilingual newsletter
2-monolingual newsletter
3-news sent to mass media.
4-if articles included with project, check 4
See Xerox 19a
C 70, p.6 - 5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
C 71, p.12 - 11-project director personally involved in program dissemination. specify how NS

38-film strip to include highlights of program components
C 71, pp.86-87

C 70, p.26

- Xerox 19c { 20-Demonstrations
34-Socials
37-guest speakers

C 71, p.12 - 24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 4, 10

- 0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetings open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

C 70, pp.6, -4-Advisory Group

26

C 70, p.9 -10-Bilingual PTA Parent meeting

24.5 The school keeps informed about community interests, events and problems through:

24.5 1, 2

- (inf) no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

10-home visits
10-other (specify)
C 71, p.12 - 11-project director personally involved in program
dissemination. specify how NS

C 70, p.26

Xerox
17 C

{ 20-Demonstrations
34-Socials

C 71, p.12 - 37-guest speakers

24.4 Community involvement in the formulation of school policies
and programs is sought through:

24.4_ 4,10

0-type not specified

no-not sought

1-existing community groups working with program

2-bilingual questionnaires

3-community-school staff committees

4-community advisory groups

5-formal meetings open to the entire community

6-informal meetings with community groups

7-other (specify)

8-project director personally seeks involvement of community
in program. specify how

C 70, pp.6, -4-Advisory Group

26

C 70, p.9 -10-Bilingual PTA Parent meeting

24.5 The school keeps informed about community interests, events and
problems through:

24.5_ 1,2

no-no mention of school seeking to be informed about community

1-meetings open to the entire community conducted in both
languages

(inf) 2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify)

0-method not specified

24.6 The school is open to the community through:

24.6_ 0

0-not mentioned

no-school is not open to community for community use

1-opening school facilities to the community at large for use
after school hours and on weekends

2-providing adult education courses

3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
program through:

25.1_ 1

Educate A in 1-newspaper articles

C 71, p.15 2-radio programs

3-TV programs

See Xerox 4-video-tapes

17 E 5-films

6-visitors to observe the program

COMMUNITY INVOLVEMENT

A meeting was held to formulate an advisory committee of five parents. Many suggestions were presented for improving communications with the parents. An important action item discussed was that the advisory committee will meet a week prior to parent meetings to develop the agenda.

The parents of the children in the Bi-lingual Education Program have attended regular meetings. At these meetings the parents are informed on the progress of the project. Information has been disseminated through the Project Director, the school Principal, the Coordinator, teaching staff, advisory committee, parents, and the local newspapers and radio station. (see attachment 1.9)

In addition to the regular staff meetings with the parents we invited two guest speakers. The guest speakers informed us on "Why there is a need for evaluation" and "Cultural differences and how they might affect Learning."

Many parents have volunteered to help in the program. They have come to the school when needed by the teachers and have aided in various activities connected with the program.

Two program meetings were very successful. A Christmas Program and Mother's Day Program with the children involved surpassed our expectations. Some members of the community were invited, along with the parents, for these performances. The Children assisted at a performance of the traditional Christmas play "Los Pastores" enacted by High School Students this year. This folklore play

- D. Minor program modifications have taken place but only in degree of component development. We have included more children with different backgrounds than originally planned. More selective procedures would have allowed us to narrow the range of techniques necessary for teaching so many different abilities. The staff has spent more time with the bilingual project than planned at the beginning. The staff has also attended more workshops, conferences, etc. than originally anticipated. An advisory group involving parents has also been formed aside from the monthly meetings planned with parents.
- E. The bilingual program has brought to focus a great deal of attention on the educational processes of our system. There has been adequate dissemination of information to cause "everybody" to be aware that there is a new approach, based on sound learning principles, being implemented. Evaluations and audits have been shared with the teachers and community and there is a general feeling that there is a good program being developed. The School Board when asked to confirm our desire to continue did so without hesitation whereas the first year a great deal of questioning took place.

The students in the project view themselves as involved in a different and better type program. They know that others are not doing the "extra" things that they are. With the attention placed on them they have gained confidence.

D. Parental and Community Involvement

Through dissemination activities the community has been and will continue to be kept informed. The general acceptance of the community will depend on the degree to which procedures and goals are explained and the results which the children demonstrate.

An advisory committee (lawyer, hospital technician, secretary, housewife, teacher) was established during the first year from the parental group. Others will be added or substituted during the second year and this committee continued. They will have an intimate knowledge of the program and will be in a position to advise and suggest improvement.

We will also continue to invite the parents to regularly scheduled meetings and socials. These will be held at least once every six weeks. The parents interest will be demonstrated by their attendance which will be recorded. Each meeting will feature some demonstration or explanation by the staff and there will be a question and answer session.

25.2 Project's impact:

25.2 NS

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
- 2-Project mentions other schools in the local educational system have started bilingual programs
- 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 2

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

Eval. in C 71
Report p.33

26.2 Evaluator has personally observed students in the program:

26.2 2

- 0-not mentioned
- no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

C 71, p.18

See Xerox

20a

twice or 3 times

26.3 Evaluator has met with teachers:

26.3 6

- 0-not mentioned
- no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

See Xerox

20b

C 71, pp.8,166-# of visits not specified

27.0 EVALUATION PROCEDURE

27.1 0-not specified

27.1 2

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen

pre 4 in

C 71, p.5

Eval in C 71, p.4

27.2 0-not specified (mark all that apply)

27.2 2,4,6,8

- 1-Pre-tests have been given to project group or sample
- 2- " will be " " "
- 3-Post-tests have been given to project group or sample
- 4- " will be " " "
- 5-Pre-tests have been given to comparison group
- 6- " will be " " "
- 7-Post-tests have been given to comparison group
- 8- " will be " " "

See Xerox

20c,d

group to whom tests will be given not specified, i.e., whether E-Dom or NE-Dom.

A. Assessment Periods

1. Random classroom visits will be made by the project director. These visits will occur no less frequently than once every two weeks.

Person responsible

project director



In addition, the program will be visited by an external evaluator twice or three times yearly to administer the checklist on operational objectives.

Person responsible

Evaluator (Dr. Charles F. Leyba)



B. Data Reporting

1. On a monthly basis the director will file the results of his checklist. These will be

Person responsible

Evaluator (Coordinator, Angela Salazar)



Evaluation Visit and Report Schedule

1. April 1 & 2, 1971

The evaluator will perform a two day on-site visitation in this order:

- a. Meet with teachers, coordinator, and director to evaluate field tests.
- b. Evaluate activities under parts III and IV of pp. 52-53.
- c. Assess Miami Linguistic Reading test information.
- d. Assist director on outlining one performance objective for language arts, and one for social studies for each three (3) grade levels.

2. April 20, 1971

Delivery of Interim evaluation report. It should include:

1. Report on pre-test scores
2. Report on test development progress
3. Copies of rough draft of tests
4. Scores on field test
5. Results of teacher, director, and evaluator conference on April
6. Progress report on activities listed on pp. 52-53 of (1970-1971) proposal, in reference to management and communications.
7. Estimate of Miami Linguistic Reading levels provided by director to evaluator.

3. June 10, 1971

Director mails all test results to evaluator.

4. June 30, 1971

Delivery of final report with copies of refined tests.

Question 27.0 Evaluation

PROGRAM MODIFICATIONS

We suspect the current testing program using standardized tests is not relevant to the children in the target school. Minor revisions are necessary in aligning the instructional and evaluation components. A great deal of attention is focused on the modification of instructional objectives.

We have established a plan for placing the program on a total Behavioral Objective basis. Upon the complete development of this plan, we have developed tests to measure the degree of completion of the objectives. These tests have been "rated-out" and we feel that sound base-line data for our program will emerge. During this developmental period we have depended on teacher, Coordinator and Director assessment of the program.

Regular standardized tests were administered as planned (p.65, 1970-71 Proposal), but due to some dissatisfaction with evaluation procedures other resources were sought to make the evaluation reflect more accurately the accomplishment level of students in the target school.

The LEA is making a commitment to further develop more precise instruments in the areas listed below prior to the implementation of the second-year program and feels at this time that a finalized plan would be impractical due to lack of additional baseline data and research. The areas in question are:

- A complete listing of materials to be used.
- Formal tests to be implemented.
- A finalized evaluation design.

We are asking more time in submitting the above requirements with the commitment to study and select more thoroughly. Although basic evaluation techniques will be alluded to we would prefer an evaluation outline and document plan similar to the one used this year.

The objectives for the instructional program component are related to the local population as described and to the global objectives given above. Of course the objectives for a) first year and b) second year instruction must be considered as steps toward the accomplishment of these long-range goals.

A. Instructional Program Component

Objectives for this component are divided into first and second year, and then into product and process objectives. The objectives are further grouped, where appropriate, into skill areas, and may also be identical for both languages. (Note, there is no desire to lock the children into grades. It is expected for example that some children might reach first year objectives during the second year.)